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ABSTRACT

Based on an analysis of the internal and external environment, this report describes the mission, values, and strategic priorities of Centralia College (CC), in Washington. Following introductory materials describing the role of strategic planning, a historical perspective of planning at the college is presented, reviewing previous strategic plans; the college master plan; college initiatives related to diversity, assessment, affirmative action, and Title III and other grants; and the college's planning process for 1994-95. CC's mission statement is then provided, highlighting the college's values and commitment to student success. Next, results from an analysis of the institutional environment are presented based on a campus survey, campus and community focus groups, and external data. Issues are discussed and college assumptions are presented for the following areas: (1) effectiveness, efficiency, and accountability; (2) marketing, recruitment, and retention; (3) the economic environment; (4) diversity; (5) the role of the technology; (6) campus communications; (7) working with the community; and (8) maintaining the college's heritage. Finally, eight strategic priorities for the college are presented and issues related to implementing the strategic plan are outlined, focusing on general procedures for transforming individual ideas to action plans and completing action plan forms. Appendixes include summarized findings from a national report on educational statistics and Centralia College reports on student demographics and transfer and other student outcomes. (TGI)

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STRATEGIC PLAN
January 1996
PRELIMINARY REPORT

CENTRALIA COLLEGE

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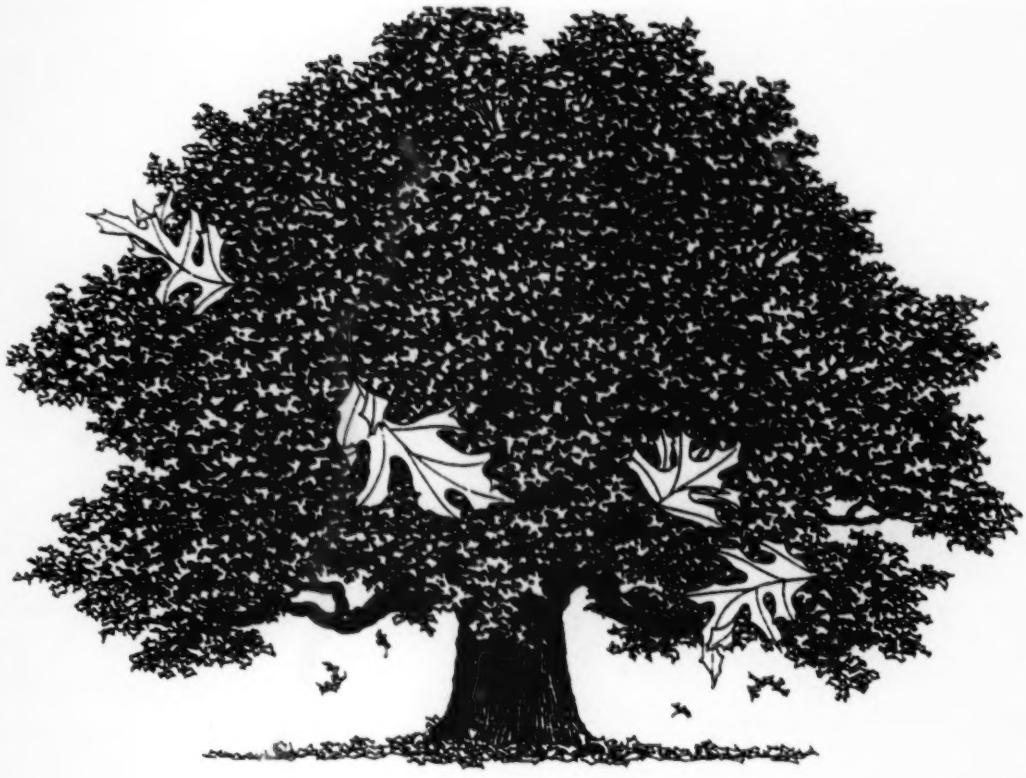

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CENTRALIA COLLEGE

Towards a Learning Community

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1. A Word from the President

Everything that we can see was created twice. Once in the mind; then in reality. It is, therefore, important that we have a clear vision for the future of Centralia College, and a strategic plan to make that vision a reality.

This preliminary report on the Strategic Plan for Centralia College has been developed over a 15 month period. It represents the opinions, ideas, and efforts of literally hundreds of individuals. Both the process and product are excellent, and appreciation is expressed to Todd Lovington and members of the Strategic Planning Committee and to Dr. Marge Skold, Dean of Instruction, for their leadership in this effort.

Boldly stated in this report are our mission, values and commitment. The current internal and external environment has been analyzed and Strategic Priorities for Centralia College have been developed. Now that our institutional vision and strategic priorities are more clearly identified, each member of our college community will be called upon to develop specific objectives and action plans. Timely implementation and continuous assessment will assure the success of the strategic planning process for Centralia College.

Henry P. Kirk
President
January 2, 1996

2. Introduction

Strategic Planning formally began at Centralia College in 1989, and has been renewed as a campus effort in 1994. This paper is a documentation of that latest effort; it is a review of what has been done, a record of what is being done, and a preview of what will be done, all in the name of Strategic Planning.

What is Strategic Planning, and why do it? After all, there is nothing in this document, and nothing that has been accomplished by the Strategic Planning Committee, that could ever be construed as a surprise to anyone on campus. We all know what needs to be done; we all have a very good idea about how to do it. "A waste of time", the critics could cry (and believe us, many have).

What is important about the process, and about this document, is that the goals and aspirations of the College have been set down on paper. The projects and initiatives designed to meet those goals have also been included in the document. Anyone who wishes to can not only track the College's progress, but also has a written description of where the College is currently heading.

The goals and aspirations of the College can differ from person to person. It has been the role of the Strategic Planning Committee to distill the ideas from individuals into a few common themes. These themes have become the Strategic Priorities for the College. Perhaps not everyone will agree with the wording of the priorities, but everyone can find some part of their most important ideas framed among these priorities.

The Strategic Planning Committee has no power of prediction nor power of omniscience. Hence, the College needs to think of this document, and Strategic Planning in general, as a work in progress. Just as things change, the planning process needs to be flexible. We only state here what we know now as the state of things at the College, and what we perceive as the most important goals of the College in the present environment. This plan is a powerful tool, and as we work towards the future we have in mind, and the reality of that future becomes more and more attainable.

3. Historical Perspective

3.1 History of Planning at Centralia College

3.1.1 Previous Strategic Plans and the College Master Plan

Any institution operates most effectively with a planned course of action including goals and objectives. This course of action is determined by the institution's mission. The process employed to create the mission must engage all appropriate parties in a reasonable time frame and culminate in specific decisions about the institution's future development. Centralia College's recent history of establishing long-range goals and objectives can be framed in work which began in March of 1971 when the first comprehensive master plan for campus facilities was adopted. This plan was updated in December of 1982 and once again in August of 1990. These plans were designed to do just what the name implied-- plan for campus facilities including upgrading existing buildings, utilizing existing space, and anticipating future facility needs.

In a somewhat parallel nature other planning projects were taking place at Centralia College, also. In 1985-86 a Master Planning Project funded by a Title III planning grant utilized a community survey whose results identified major areas for emphasis. The 1990 accreditation review by Northwest Association of Schools and Colleges was the impetus for a nearly two year long study culminating in the Strategic Plan of 1989 which involved over one hundred college faculty, staff, students, and community members who served on eight task forces during 1988-89. Chaired by Greg Garman, this group's work was designed to help define the direction and tone of college programs and to serve as the basis for financial, administrative, curriculum planning, and decision making as the college sought to fulfill its mission. The focus for the 1989 study was centered on student success in the 1990's. The institutional self-study done during this period looked at broad involvement in institutional analysis and identified recommendations for improvements. All

of these studies led up to the accreditation review by a team from the Commission on Colleges which previewed our self-study, visited the campus, and talked with personnel. This team's recommendations for future improvements were also incorporated into the ongoing plan of Centralia College. In addition, annual reports from all areas of the College were utilized in an attempt to institutionalize planning by reviewing accomplishments and progress on the goals from the previous year and developing specific goals for the year ahead.

3.1.2 College Initiatives

3.1.2.1 Diversity Plan

Goals have been established by the Higher Education Coordinating Board (HECB) and the State Board for Community and Technical Colleges (SBCTC) to assure that students of all racial and ethnic groups receive equitable quality education in community colleges. In addition, affirmative action policies prohibit discrimination in the workplace. In response, Centralia College developed a Diversity Action Plan for 1994-1997 to improve participation and success of people of color, both students and staff.

The Diversity Action Plan addresses 5 areas: student recruitment and enrollment, student retention, student completion, staff recruitment and employment, and institutional climate. It identifies goals for each, then specifies actions to address each goal. The SBCTC has required annual updates on progress.

Responsibility for the Diversity Plan rests with the President and the College Council. Since effective implementation of the Diversity Plan is comprehensive and affects each primary unit of the College, the Deans of Instruction, Student Services and Administration are responsible to supervise the activities, monitor, and adjust as needed to accomplish the goals set forth in the Plan. A Diversity Standing Committee coordinates campus diversity activities and reports to the College Council. A paid part-time Director of

Diversity (currently shared by 3 faculty members) reports to the President's Cabinet on major activities and budgetary matters.

For further details, please see Goals and Action Plan for People of Color Participation and Diversity 1994-1997 report on file in the Library/Learning Resources Center.

3.1.2.2 Assessment

For the last six years the Assessment Committee has brought inservice events such as portfolio workshops, classroom research reports, and general education renewal speakers to our campus, and has supported many mini-grant projects showcasing faculty innovations several times a year.

Three years ago we began to move to a team concept, the Cycle of Assessment, which yielded institutional data which was useful in making changes which could be evaluated. The Developmental Education Division is currently completing its Cycle of Assessment; by the end of the year it will know whether certain changes made on the basis of data gathered has helped students make the transition to general education courses. Student Services may be next to assess changes it has initiated after surveys and data gathering. The English faculty members are in the early stages of identifying outcomes for their courses which may lead to a review of course offerings and assessment of student progress. The East County Center used the Cycle of Assessment to study their facility needs. Plans for cycles to begin in the library and the science areas have begun.

Running parallel to the Cycle of Assessment activities and inservice opportunities have been special projects like *Beyond Parallax*, a Centralia College Literature and Arts journal whose student staff evaluates, critiques, and edits student and community manuscripts and photographs. In December, *Byways*, an anthology of student assignments with an overview by instructors of each piece of exemplary student accomplishment, another

publication coordinated by the Assessment Committee, was published. Assessment supports such projects, as well as student/faculty conversations about teaching and learning, because all exploration of outcomes at the college is for the sake of institutional effectiveness. Faculty and staff also attend statewide Assessment Conferences and retreats on specific student abilities such as problem solving and quantitative analysis.

At present, the Assessment Committee is reviewing work which other community colleges have done on specific "abilities" they want their students to have upon graduation. In addition, an inservice on current reform efforts towards K-12 expected outcomes will help our faculty explore how their reforms might blend into our own. Then we hope to introduce our faculty to the "abilities" work currently underway at state community colleges. Our hope is that we can identify where particular abilities are already part of our curricular expectations and document the "abilities" Centralia College students will acquire during their enrollment..

The Assessment Committee will work closely with the Strategic Planning Committee and the Instructional Council with a goal of crafting a written set of realizable goals which will guide institutional effectiveness into the Twenty-first Century.

3.1.2.3 Affirmative Action Plan

In pursuit of the principles of Affirmative Action and Equal Opportunity, Centralia College regularly develops and maintains an affirmative action plan describing its action goals, progress toward achievement of goals, and means of goal accomplishment. The plan is reviewed by the board and communicated to all employees annually.

The College assures equal employment opportunity and non-discrimination on the basis of race or ethnicity, creed, color, national origin, gender, marital status, sexual orientation, age, religion, the presence of any sensory, mental or physical disability, and status as Vietnam-era veteran.

The College is equally committed to use affirmative action to increase the number of Asians, African Americans, Hispanics, Native Americans, women, and persons between the ages of 40 and 70 years, persons of disability and Vietnam era veterans in positions that are determined to be underutilized.

Centralia College makes every effort to eliminate barriers to equal opportunity encountered by these protected populations and improve employment opportunities available to them by taking the following specific actions:

- Recruitment, hiring, training, promotion and improvement of opportunities for persons in all job titles without regard to race or ethnicity, creed, color, national origin, marital status, age, religion, the presence of any sensory, mental or physical disability, status as a disabled or Vietnam-era or gender, except where gender is a bona fide occupational qualification as reviewed and approved by the Human Rights Commission or any other agency of similar jurisdiction
- Making employment decisions in such a manner as to further the principles of affirmative action and equal opportunity employment for the under-represented population as earlier described
- Ensuring that promotion decisions are compatible with principles of affirmative action/EEO by imposing only valid requirements for promotional opportunities
- Ensuring that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoffs, college sponsored training, education, tuition assistance, social and recreational programs will be administered without regard to any discriminatory factor
- Ensuring that no college employee discriminates in employment solely on the basis of an individual's sexual orientation
- Ensuring that reasonable and appropriate steps are encouraged to allow participation in the college work force of persons with limited ability to speak English

The responsibility for these important tasks belongs to the College President who has designated official responsibility for preparation of the affirmative action plan and overall implementation of the action program to the Director of Personnel. Necessary leadership is provided by the President, the Board of Trustees and the College Council regarding Plan review, support and implementation.

3.1.2.4 Title III Initiatives and Other Grants

External Funding is essential to the future of any post-secondary institution. In 1985 Centralia College received a Title III planning grant, which set the foundation for the awarding of approximately $5.6 million through the years 1986-1997. These awards assisted in developing the MIS computer system on campus, developing new and revised curriculum, and serving non-traditional students. In addition, creative activities that would enable Centralia College to become self-sufficient financially were and are supported by the grant.

Student Support Services began in 1988 and has been an on-going program to assist the first generation, low-income and disabled students who have academic needs. The program activities include financial aid information and assistance, academic advising, tutoring, transfer assistance, personal counseling, mentoring, study/coping skills workshops, textbooks loans bank, and cultural enrichment. The program has been awarded approximately, $0.65 million over a 4-year period since 1993.

The Education Talent Search (ETS) program began in 1986. It too has been a program that has been in continuous operation to assist low-income, first-generation middle and high school students to establish career goals, complete their secondary education, and enroll in programs of postsecondary education. Since 1986 ETS has served over 5,000 students. Of those students, 99% have graduated from high school, and 93% have enrolled in postsecondary education programs. During that time ETS has been awarded over $2 million (including $160,000 in indirect costs) to Centralia College.

These three programs alone have awarded Centralia College over $8.25 million to better serve students and the institution. There have been many more grants and contracts that have expanded Centralia College's horizon. Over the last several years, grants and contracts averaged over $4 million

per year. The awarding of external funding of grants/contracts are an integral part of the financial stability of Centralia College.

3.2 The Planning Process for 1994-95

In the summer of 1994, the President's Cabinet recognized the need for updating the Strategic Plan for the college, and developed a preliminary schedule for developing the plan. The College Council approved the schedule in Fall of 1994. The Strategic Planning Committee was formed by asking for volunteers from the campus community. Todd Lovington was selected to serve as committee chair, and the committee members were chosen to represent all parts of the campus.

The Strategic Planning Committee first met in December of 1994. This meeting was used to familiarize each member with the planning process. The Strategic Planning Committee consists of a chair, an *ex officio* member (the Dean of Instruction), 2 faculty members, 2 administrators, and 2 classified staff. The original members were Todd Lovington, Marge Skold, Randy Johnson, Doris Wood, Fola Fadeyi, Rich Henry, Laura Canfield, and Chris Jones. Dean Hickson later replaced Rich Henry on the committee.

The Strategic Planning Committee created two other committees: the Mission Statement Committee and the Research Committee. The purpose of the first was to revisit the current mission statement of the college, and if deemed necessary, to revise the statement to reflect the current environment. The purpose of the second committee was more general; not only would it provide the Strategic Planning Committee with data for the planning process, it would also become a permanent resource to everyone on campus.

The committee developed an Internal Climate Survey, which was given to members of the campus community. The purpose of the Internal Climate Survey is to measure the perceptions of the faculty, staff and students about their campus. The initial survey's result established a base line to which data from future surveys can be compared. The survey was administered to the

campus late in February, with 162 forms completed. Results of the survey were made available to the campus community, as was a complete list of the comments. A Student Survey form was also created. It consists of those questions from the Internal Climate Survey deemed most closely aligned to students' needs and concerns. Both surveys will be administered periodically in the future to capture any changes in perceptions during the course of the Strategic Plan.

By early March, 1995, the Mission Statement Committee had submitted a revised version of the mission of the College. The Strategic Planning Committee passed the revision onto President's Cabinet after approving it. The Mission Statement Committee members were released of their duties, and the committee was dissolved. The Research Committee began to submit reports to the Committee on data deemed essential to the planning process.

Also in March, planning began for the focus groups, the next method for obtaining data from the campus and the community. The committee itself participated in a focus group session in January, and the Board of Trustees participated in one during their February meeting. Focus groups for the campus community were held in late April. About 100 people from all parts of the college participated in one of the several sessions offered. Additional sessions were held for people at Garret Heynes Educational Center and East County Center. In May, a session was held for the local community; nearly 40 residents of Lewis County and Southeast Thurston County took part.

The Student Survey was distributed to classes in mid May, with over 200 completed forms returned to the committee. This represented the final task of the committee in its data collection phase.

The Strategic Planning Committee's final meetings of the academic year were spent reviewing the work that had been accomplished so far, and beginning the next phase of the planning process. This involved the synthesis of the data collected so far into a set of assumptions that could be made about the college and the environment it will be operating in for the

next five years. It was decided that this work ought to be completed by Fall 1995, so the committee decided to continue to meet during the summer.

The summer meetings were spent working on the list of assumptions identifying common threads from the data, blending closely allied threads together, and paring down the list to manageable number. As the list of assumptions was being developed, a few themes began to emerge that bound many of the assumptions together. These themes were to become the strategic priorities of the college for the next five years.

The next phase of the planning process involves the implementation of action plans, designed to meet certain objectives pertaining to each of the strategic priorities. In order to keep things at a sensible level, only certain of the priorities will be addressed each year. For the 1995-96 academic year, the focus will be on the first three priorities.

The general outline of this phase is:

- Ideas for objectives and/or specific action plans are submitted to the President's Cabinet, including actions currently underway.
- The President's Cabinet fills out an Action Plan form for those plans it deems appropriate to the College's mission and to the strategic priorities.
- An individual along with a department, area or division is assigned to make sure the action is carried out.
- The Strategic Planning Committee has the responsibility to oversee the progress made on each action plan, to report periodically to the campus on the progress made, and to insure written documentation is kept current.

The campus as a whole was given the opportunity to participate in this phase of the plan. At the All-campus retreat in October 1995, participants were asked to produce action plans of their own, and to discuss them in small groups. Votes were taken in these small groups and the top vote getters were collected. These were voted on again by the entire group at the end of the day. The ones with the highest number of votes were published later in the quarter and distributed to the campus. All action plans were collected in

the end and held for future reference. All of them will be presented to the President's Cabinet as possible action plans to be implemented.

What's next for the planning process? As we see action plans being completed, we hope to see progression towards achieving the goals set out by the strategic priorities. The campus as a whole will be given the opportunity to respond as to whether this is true or not. The Strategic Planning Committee will ask for response from staff in several ways: via departmental meeting discussions, via periodic surveys of campus staff, and indirectly via data from the Research Committee. Changes in midcourse are inevitable, and the input we get from the campus will help us make those changes.

4. Mission Statement

4.1 Introduction

Todd Lovington and April Doolittle assembled the Mission Statement Committee in December 1994, inviting participants who represent the major areas and constituencies of Centralia College: Larry Goodman, Laura Siebuhr, Susan Hoyne, Terry Angelo, Mary Eldridge, and Blaine Nisson, with April Doolittle as chair. Todd initially met with and gave its charge to the committee. The committee was to review and, if necessary, revise the Centralia College mission statement. Members were asked to use as resources the existing mission statements from the different areas of the college.

During initial meetings the committee not only reviewed the current Centralia College mission statement, but also researched processes for developing a mission statement and studied mission statements from other Washington community colleges. The group chose to use "The Building Blocks of Vision" by Mark Lipton as a guide. This document identifies vision as being composed of three parts: "a mission or purpose, the strategy for achieving the mission, and the culture . . . necessary to achieve the mission and support the strategy." The committee members considered the characteristics of an educated person, and responded to questions concerning the college's purpose, customers and values. They then analyzed the current mission statement, determining that it consisted of mission plus strategies, was not quite inclusive enough, and was too long; however, it did include some major concepts that would need to be captured in a new statement.

In considering how to best get campus input, it was decided that, besides sharing comments and concerns from members' constituents, the committee would develop an initial product and then send it out for campus-wide comment.

The group delved into the process of revising the mission statement. An accompanying values statement had been used by several other community colleges. Liking that approach, the committee developed the basic mission statement along with a values part and a commitment part.

The statements went out for comment, and the committee initially received generally positive replies. Minor changes were made as a result.

The completed statement was then submitted for the final consideration of the Strategic Planning Committee, the College Council, and the President's Cabinet.

4.2 Statement

OUR MISSION

Centralia College is a dynamic learning community which promotes growth and development by offering opportunities to gain knowledge, enhance skills, examine values, and pursue learning options.

OUR VALUES

Centralia College is committed to quality life-long learning through its values of Respect, Responsibility, and Responsiveness:

- **Respect**: We value the worth and dignity of the individual, affirming that the learning process includes appreciating the diversity of humanity.
- **Responsibility**: We value the unique contributions of College individuals by recognizing that each performs an essential role in responding to the educational and service needs of the community.
- **Responsiveness**: We value effective collaboration as the College responds to the changing social, political, economic, and technological needs of our community.

OUR COMMITMENT

Centralia College seeks to fulfill its mission by ensuring student success through our commitment to:

- Promote learning activities within the community the College serves.
- Offer opportunities for learners of all ages to gain knowledge and understanding.
- Respond to training and re-training requests in various skill areas.
- Provide respectful forums in which individuals may examine their values.
- Encourage learners to pursue multiple options for learning.
- Manage responsibly the assets and fiscal resources of the College.
- Demonstrate our values to our community.

5. Analysis of the Current Environment

5.1 Introduction

The Strategic Planning Committee collected data from several areas during the academic year 1994-95. Collection of fact was not the sole purpose; perceptions about the College and its role in the region were just as important as data from sources such as the College Registrar's office and the US census. The committee compiled the collected data and attempted over several meetings to make some sense of it all. Guided by the recently revised Mission Statement, common themes were blended into **critical issues**. Finally, the **strategic priorities** were defined and ranked in order of the need for the College to address the issues. Underlying **assumptions** that led to these priorities were collected and bundled together.

Three main sources of data were used: the Internal Climate Survey for Strategic Planning, the results of campus and community Focus Groups, and local, regional and national data collected by the Research Committee. The Mission Statement as modified by a special committee of campus members served as the guide to all discussions and conclusions drawn by the Strategic Planning Committee.

The Internal Climate Survey was filled out by the campus community on a voluntary basis. Reusing this form in future years will enable the Strategic Planning Committee to track changes in perceptions about the College over the years. This in turn will provide feedback as to the effectiveness of the planning process. The statistical summaries are available at the front desk of the Library. A similar survey was filled out by students; the results of that survey were collected and compared to the staff survey.

The Focus Groups were drawn from specific populations: the main campus, Garrett Heyns Educational Center, East County Center and the local community. All of the groups followed the same format and responded to the same questions.

These questions were:

- What do you Envision Centralia College will be like in the year 2020?
- Identify the Challenges Centralia College must overcome in order to bring about the vision you've just described.
- Identify the Strengths Centralia College has now that will carry it forward to your vision for the year 2020.

The responses were blended together by each group and then sent to the Strategic Planning Committee.

The Research Committee has the task of collecting facts about the external and internal environment not only for strategic planning but for any effort by the College that requires supporting data. It has provided supporting data for issues that have surfaced from the surveys and from the focus groups. Samples of documents produced by the committee may be found in the appendices.

5.2 Critical Issues and Assumptions

5.2.1 Effectiveness, Efficiency and Accountability

Centralia College has always had, and will continue to have a commitment to providing educational services which meet the needs of the service district, and which meet or exceed standards set by the academic community. As community needs change, and as academic standards change, the College must commit to recognizing these changes and responding to them.

Effectiveness means providing the best and most relevant educational opportunities to the community. The College has accomplished this in the past by providing a quality education along with quality support services. This will continue to be our goal in the future. We must look to what changing factors will determine excellence in education in the future, and we must take those factors into account.

Efficiency will be of increasing importance in the coming years to Centralia College. In past years, the College has done an excellent job in keeping itself well funded, and it will continue to capitalize on funding opportunities in the future. With the general trend toward less public money being available for

higher education, increased efficiency will have to become a way of doing business here.

Accountability continues to be the professional commitment of the faculty and staff of the College. This commitment is reinforced by public and legislative calls for increased accountability for use of public funds, and by statewide initiatives such as Assessment, Diversity, and Student Progression. Assessment of the work we do will become a more integral part of the educational process and will become one more tool for insuring we meet our commitment.

The central function of the College will continue to be teaching, hence the main commitment of funds will be to the Instructional area. However, the College is also committed to providing all the necessary ancillary services to students.

The College will continue to be committed to assuring a responsive and comprehensive curriculum which maintains high academic standards and cultivates critical thinking in all students. The College will also commit to providing a quality education efficiently as possible and continuing to show its accountability to the public community.

Assumptions: Effectiveness, Efficiency, Accountability

- Costs of full-time personnel will continue to increase[1]
- Instruction will continue to be allocated the major share of state funding[1]
- An increasing number of students will take more than 2 years to finish their degrees[2]
- High rates of adverse domestic situations will drive a need for substantial student services
- There will be increased pressures to develop a responsive and comprehensive curriculum which maintains academic standards, critical thinking, while blurring the lines across disciplines[3]
- Planning for the future is needed now[3]
- The College needs to provide a guarantee to employers of student skills[3]
- Staff longevity will be increasingly dependent on merit[3]
- Security on campus will increase in importance[3]
- A commitment is needed from the College to training and professional development[3]

- Staff workloads continue to require assessment and adjustment[4]
- In order to assure progress toward strategic goals, both qualitative and quantitative measures must be developed and monitored[3]
- A changing workplace will require more emphasis on broad-based, liberal education[3]
- The College is and will remain a cultural and educational resource center for the area, with more community services classes[3]
- The College needs to maintain independence when facing consolidation[3]
- There is a commitment to quality programs which requires ongoing assessment[4]

The endnotes for all of the assumptions follow Section 5.2.8.

5.2.2 Marketing, Recruitment and Retention

As the competition for funds grows, the College will need to expand its efforts to attracting students and amplify its efforts to retain students.

Effective marketing will be necessary to promote College services in the immediate service district and beyond. Telling the "Centralia College Story" effectively to prospective students as well as to entire community must be considered a function of all College employees.

Student recruitment has been important for the past several years. A variety of excellent recruitment activities have been undertaken. These all need to be continued and expanded as recruitment is imperative to the success of the College.

Once students are on campus, we need to make sure that they have ample opportunities to meet their educational needs. Student retention rates historically have been difficult to measure. Nevertheless, student retention until graduation, transfer or other satisfactory achievement is critical as measured by both student success and the public perception of the College's ability to assist students in a caring and concerned fashion.

Assumptions: Marketing, Recruitment, Retention

- Retaining students will become even more important[5]
- A supportive media will help us[3]

- Care needs to be taken to accurately tell the story of the College and the services it provides[3]
- Student recruitment will become even more vital[3]
- The College needs to keep a student development perspective[3]
- The College has to assume a holistic view of students[3]

5.2.3 Economic Environment

It is critical that Centralia College consider the economic environment in which it exists. The economies of the Pacific Rim, the United States, Washington State and Lewis County continue to be in a state of flux. The financial resources available for education in Washington are dependent on these economies, and hence will also be fluctuating. Centralia College needs to prioritize its financial needs to meet the challenge of constantly changing financial resources.

State funding will continue to fluctuate according to the economic environment and the legislative priorities of the state. Federal grants will be highly competitive as more entities compete for fewer dollars. More non-profit groups will look to private industries and donors for funding.

In the near future, students will be faced with tuition increases and less availability of financial aid. Any decrease in the median income will negatively affect the capability of students to finance their education. All of this implies that all students, but especially those in lower socio-economic groups, may have less access to higher education.

Fluctuating funding may result in more part-time employees being hired. The College may find itself under increasing financial pressure to resist the commitment to hiring full-time employees . This will adversely affect the way students are educated, since full-time employees often provide the greatest sense of continuity and commitment in a college environment.

The campus is adjusting to a more complex and dynamic funding process. One strength that the College will be asked to utilize even more in the future is

the participation of all segments of the campus community in the budget process. Recent campus-wide involvement in the budget process increases the good faith atmosphere despite the ever-decreasing financial resources that the College faces. This participatory trend needs to be accentuated and accelerated.

Assumptions: Economic

- Financial needs of students are growing due to tuition increases, a decrease in median income, and a decrease in public funding of financial aid[1]
- The Pacific Rim is a high growth location, with the Northwest deeply invested in high technology[3]
- Correctional education will decrease as resources disappear[3]
- Lower economic groups will have reduced access to community colleges[3]
- Economic disparities in the population will remain[3]
- The ability to attract and retain qualified staff will be important[3]
- The need to understand legislative positioning will be vital[3]
- The relative proportion of state general funding given to higher education will continue to decrease[1]
- Funds will be required for needed physical and program expansion
- Grants will become more competitive[5]
- Grantsmanship and the Foundation will increase in importance[3]
- Funding restrictions may require the College to be more selective about which students enroll [3]
- Elimination of tenure may be replaced by a hired on as need basis [3]
- Campus-wide involvement in the budget process is essential [3]

5.2.4 Diversity

The composition of the student population at Centralia College continues to diversify, and this is an important consideration for future strategic planning. Following the general population trends in the United States, greater numbers of students from different cultures and ethnic backgrounds can be expected. Also, more non-traditional students are enrolling at the College.

The diverse student body will require anticipating and responding to the special needs of specific groups. The college's response to special needs will play an important role in determining the success of students at the College. Faculty and staff must remain sensitive to providing the necessary means for success of a wide variety of students.

Successful education of an increasingly diverse student population calls for skilled faculty and staff equipped and ready to meet the new challenges of a mixed-student population. The College believes that a diverse student population and staff will enhance quality education.

Assumptions: Diversity

- The College will enjoy an increasingly diverse student population[3]
- Enrollment of students with less than high school education is growing[1]
- More students will take over 2 years to complete their educational objective[2]
- More students will be part time[2]
- There is a growing population with educational needs[3]
- The College will need to be more aware of who students are, and where they come from[3]
- Improved facilities will be needed to allow access for people with special needs[3]
- Running start will continue to be an important part of the student population[3]
- International Students Program's enrollment will increase[6]
- The number of ESL students will increase[6]
- The demographics of day campus versus night campus students will remain different[7]
- The male to female ratio will remain constant[7]
- The number of transfer students will remain stable[8]

5.2.5 The Role of Technology

The role of technology has been identified as a critical issue in the coming years. Centralia College has taken significant strides in the past five years to keep up with current technology, especially in the area of personal computers. The race continues, however, as technological advances take place seemingly every day. Fast interactive long distance connections are a reality today, and

are bound to become even more accessible in the future. Access to information today is dependent on appropriate technology. Instructional and administrative services are more and more dependent on current technology.

Technological advances will make it necessary to:

- keep abreast of current technological trends
- provide adequate support and training
- consider technological skills in the hiring process
- avoid dead-end technologies
- effectively use the technology we have.

We need also to consider that technology is changing where our product is being delivered. As our ability to connect on wide-area networks grows, the requirement that we deliver education predominantly in college campus settings will diminish. Centralia College needs to be aware and ready to deliver our product in new ways.

Assumptions: Technology

- The College's head start on technology is a result of good planning[3]
- Technical support and training will continue to be necessary[4]
- Keeping up with technological advances will be important[4]
- Technological advances will affect the way we work[4]
- In keeping up in the technology race, educators and administrators must insure that it does not replace the teacher; education needs to be at a personal level[3]
- There is a lack of adequate facilities in rural areas; archaic telephones, buildings and transportation [3]
- Staff turnovers will enable the hiring of technologically-aware employees (faculty, administration and classified) [3]
- The College needs to keep up with Internet access[4]

5.2.6 Campus Communications

Improving and maintaining good communication among all constituents of the College community will continue to be a priority for all. Members of all constituencies need to consider communication issues as they conduct everyday business as well as plan future actions. The notion of "being a team"

will continue to be a key goal for all concerned as the College moves towards the 21st Century.

Assumptions: Communication

- There is a need for administration, staff, and faculty to work effectively together[3]
- Shared governance such as College Council will continue to be more important on campus [3]
- Internal communication should continue to be improved, including part time faculty/staff[4]
- The decision-making process needs to be improved and clarified[4]
- Establish a "buddy" system for all campus employees (cross-training) [4]
- Creativity and innovation need to be rewarded[4]
- Strong student services, student government, leadership in student organizations will help the communications process[3]
- Professional and staff development are necessary components of communications[4]

5.2.7 Working with the Community

Flexible and responsive service to the community will be increasingly necessary. Active strategies will need to be developed for meeting the educational and training needs for a variety of community constituencies. The community will continue to make demands for services other than traditional classroom instruction. Centralia College will continue to be known as "The College" among residents of Lewis County, as the College and the community form a closer partnership in support of education.

Assumptions: Community Change

- A complex and dynamic job market will demand more college/technical training[3]
- The need to develop closer partnerships with other educational institutions, agencies, and business will continue to grow[3]
- The College will need to provide a wider variety of technical programs on a quick start-up and flexible basis[9]
- The College will remain a cultural and educational resource center for the area, offering more community services classes[3]

- Strong awareness of meeting community needs depends on collaboration[3]
- The College needs to plan for physical expansion, as the district population grows, and as program needs expand[9]
- The Master Plan needs to be updated to reflect the community's and the College's needs[4]

5.2.8 Maintaining the College's Heritage

Centralia College enjoys a significant heritage and a strong historical relationship with the local community. The College must continue to strengthen those ties and forge new bonds with each new generation to insure that the rich history of Centralia College is nurtured and expanded.

Assumptions: Heritage

- The College has a strong and proactive Board of Trustees and Administration[3]
- There is a dedicated and stable faculty, both full-time and adjunct, and staff[3]
- The College enjoys high community regard and support[3]
- The College has a good basic campus and plant[3]
- The College has a great reputation for providing a quality education and broad course offerings[3]
- The quality of life in Lewis County is a resource[3]
- We are "The College"[3]
- The College is a cultural center for the community[4]
- Strong ties with alumni/ae will continue to be important[4]
- The College has an active Foundation
- Small size of the College is an asset[3]

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[1] State Board memo dated April 1995. This memo was a overview of the current status of community colleges in the state, and predicted several trends over the next few years.
[2] Research Committee document ED NAT 1. The complete report is in the Appendix.
[3] A Focus Group item. This particular statement may not have appeared *per se*, but rather is a blending of many responses over one or more Focus groups.
[4] Fall 1994 Retreat item. It is still an important issue to discuss.
[5] Research Committee document SMITH REPORT. See refer to the Appendix for further details.
[6] International Students' 5 year budget plan is outlined in the Appendix.
[7] Research Committee document CC-1, where else but the Appendix??
[8] Research Committee document CC-2; it's a quiz now...
[9] Centralia College Master Plan has been around for quite a few years; how many people know of it?

6. Strategic Priorities

Historically, the College has a reputation throughout the region for academic excellence. In order to maintain this reputation, the College needs to anticipate, respond to, and live with **change** as a way of life. The critical issues identified in the previous section need to be addressed by the College as a whole from this viewpoint. The priorities listed below are the goals of the College's Strategic Plan for the upcoming years. Development of objectives and actions to move the College towards these goals will enable Centralia College to fulfill its mission to the community.

Priorities

1. **Increase efforts to insure effectiveness, efficiency, and accountability in order to provide the best quality education**
2. **Increase and expand marketing, recruitment and retention efforts**
3. **Develop alternative methods and sources of funding, and maintain participatory budget procedures**
4. **Develop the necessary resources to provide services to an increasingly diverse student population**
5. **Provide for the effective use of appropriate technology**
6. **Improve communications across campus**
7. **Work together with the community towards common goals**
8. **Maintain the positive reputation of the college in the community**

7. Strategic Plan: Implementation

Any plan needs some action, and some way to document actions begun and completed. The Strategic Planning Committee has decided that each individual action needs to follow a particular procedure and to be documented in a concise format. We want to provide everyone with the opportunity for participation, without stifling creativity. The procedure and the form are not too onerous to deal with, and we ask that people follow them both. We certainly wish to hear if there are ways to improve the process.

For individuals, the process consists of:

- coming up with an idea
- formulating the idea into an objective and action
- presenting the idea to the appropriate Dean
- Participating in the completion of the identified action plans

The President's Cabinet will consider the action. If they consider the action ready to move forward, they will:

- fill out the action plan form
- contact the person deemed responsible
- get the action started
- review assessment of completed action plans
- make modifications to action plans if necessary

The Strategic Planning Committee will oversee action plans and their implementation. Its duty is to make sure action plans are being worked on, to inform the campus as to the current status of action plans, and to keep the documentation current.

In order to insure timely implementation of action plans, each plan should include a timeline for completion of each aspect of the each action plan. There will be a timeline established for completion of various aspects of each action plan.

- In January, an implementation plan outline will be distributed to President's Cabinet. This will include the priorities to be addressed that year, and timelines that each action plan must follow.
- In March, completed action plan forms will be due to the Strategic Planning Committee.
- In December (of the next academic year), status reports on each action plan, completed or not, will be due to the Strategic Planning Committee.

The rest of this section contains a copy of the instructions for action plans, and a partially completed action plan form. It will give you an idea as to what is expected in such a plan. Note that some sections are not yet completed; for instance, modifications are not known in advance of the action.

CENTRALIA COLLEGE

Strategic Planning Committee

General Procedure for Action Plans

Each action that anyone at the College plans to implement in order to meet one of the Strategic Priorities needs to be documented, even those that have already begun. The Strategic Planning Committee has prepared a form for such actions, and requests that the following steps be followed:

1. Obtain the appropriate form. There is one for each Strategic Priority, though they only differ in their heading. Forms are available from the Instruction office.

2. Fill out the form completely. Since it will be a permanent record, it needs to be typewritten. Electronic versions are available. Explanations of each section are on the back of the action plan form. The parts pertaining to modifications of the plan are to be initially left blank, to be filled in later if modifications do actually occur. Additional sheets may be attached if needed.

3. Send copies of the form to the person in charge of the action (as identified on the form), the appropriate Dean's office (according to which area is in charge of the action), and to the chair of the Strategic Planning Committee.

4. If changes in any completion dates are determined to be necessary, send a memo containing the new dates and the reasons for the changes to the chair of the Strategic Planning Committee.

5. After the evaluation of the action, send a memo containing the results of the evaluation the chair of the Strategic Planning Committee.

6. If modifications are made to the action, send a memo containing an explanation of the modifications to the chair of the Strategic Planning Committee, who will make the changes to the form.

The Strategic Planning Committee will retain its copies of the action plan and any subsequent memos pertaining to that action plan as part of the permanent record of the Strategic Planning process. This record will be available to any interested party on campus.

The Strategic Planning Committee will be happy to entertain any suggestions about the above procedure. If you have questions or suggestions, please contact a member of the committee. The Instruction office has a list of members.

Filling Out an Action Plan Form

0. It's Important

The College needs written documentation about what is being done to fulfill the Strategic Priorities. Further, if a person responsible for some action is no longer able to fulfill that task, his/her replacement has something written to get started.

1. Objective

This is a statement of a specific aim that addresses the specified priority. It is an intermediate step between the broad statement of the priority and the specific action used to address the priority.

2. Proposed Action

This is the specific activity that will be used to meet the objective. It needs to be something with a measurable outcome, since an evaluation of the action in terms of how it met the objective needs to be performed.

3. Dept/Div/Office

The area of the College deemed responsible for the action needs to be designated. An action may actually be spread out over several different parts of the College, but one place needs to be directing the effort.

4. Person Responsible

We all need someone to blame. One person needs to be the director of the action. People with questions or suggestions about the effort need a person they can contact about the effort.

5. Completion Date

For evaluation purposes, each action needs a termination date. Of course, this date may change for various reasons, but those reasons will need to be documented.

6. Status Report Date

Each action plan will need to have a status report prepared for the Strategic Planning Committee by the stated date.

7. Evaluation of the Action Plan

Each action plan will need to have a status report prepared for the Strategic Planning Committee by the stated date.

8. Completion Date

Date on which the evaluation will be completed.

9. Modification(s) of the Action Plan

Upon evaluation, certain modifications may become necessary to the action plan. Of course, these modifications will not be filled in until after the evaluation is complete. However, during the course of the action, such changes might make themselves apparent. They ought to be noted here.

10. Completion Date

Date on which the modifications were implemented.

Action Plan for Strategic Planning

Priority 1:

Increase efforts to insure effectiveness, efficiency, and accountability in order to provide the best quality education

Objective:	Involve adjunct faculty more with college governance and other activities
Proposed Action: This Action is to specifically relate to the stated objective. It needs to have a measurable outcome that meets the objective	Develop and administer a weighted survey for adjunct faculty. This survey would identify current strengths and weaknesses perceived by adjuncts concerning their role as part of the campus community.
Dept/Div/Office Which part of the College will be responsible for carrying out the Action	Instruction
Person Responsible Who in particular will be responsible for the completion of the Action	Fred Hornquist
Completion Date	May 1996
Status Report Date By what date the status of the action will be reported	December 15, 1996
Evaluation of the Action Plan How did you find out if you reached your objective	Evaluation of the results of the survey will identify methods by which adjunct faculty might participate more effectively on campus.
Completion Date	
Modification(s) of the Action Plan anything that might be changed in order to make this Action more effective and/or efficient	
Completion Date	

8. Appendix

8.1 Reports from the Research Committee

8.1.1 ED - NAT -1

Title of Report : National Educational Statistics

Evaluator/s Name : Dean Hickson

Date : 2-28-95

Data Source : Mini-Digest of Ed. Statistics 1994

Data Reference Years : Varies on the topic: 1960-94; 1970-95, etc.

Target Population/Group : Elementary, H.S. and college

Purpose of Data Collection : Compilation of statistical information covering the broad field of American education from kindergarten through graduate school.

Format Availability :

Hard copy xx Disc Server

Major Points/Questions :

To determine the conditions of education in America by the collection of various statistical data, which may be beneficial politically for budget purposes and assessing the direction of education for the U.S. Dept. of Education and the Secretary of Education.

Evaluation of Data :

Data was collected from many sources, both government and private, especially drawing on results of surveys and activities carried out by the National Center for Education Statistics (NCES). No methods of surveys, norms, etc. were described in the volume. Though it would be safe to conclude that the statisticians used the best methods for the appropriate studies.

Evaluator's Conclusion :

Enrollment: 1984-94

Public Schools: Overall, public school enrollment has increased in the last ten years. Kindergarten rose from 26.9 million in Fall 1984 to 31.8 million in Fall

1994. Grades 9-12 enrollment returned to the all time ten year high in 1985 of 12.4 million, .

Projection: *By the year 1996, elementary and secondary school enrollments will surpass the previous high set in 1971 and will continue to climb into the next century. Between Fall 1994 and Fall 2000, elementary school enrollments is projected to grow by 8%, whiile secondary school enrollment is expected to rise by 12%.* Pre-kindergarten and kindergarten enrollments of 3-to-5 year olds increased 22% between 1983 and 1993. The proportion of 3-to-4 year olds enrolled in pre-kindergarten programs has changed little since 1985.

Enrollment by Race and Ethnicity indicates that the proportion of Hispanics in elementary and secondary schools increased at a greater rate than the proportion of blacks.

CONCLUSION: Grade school and high school enrollment will increase (12%)through the year 2000 and beyond, especially the Hispanic enrollments and colleges will see the effects thereafter.

Higher Education:

College Enrollment rose to a record level of 14.5 million in fall 1992 and is expected to rise to 14.7 million in fall 1994. Of the 1994 students about 9 million attend 4-year schools and nearly 6 million attend 2-year schools. Between 1984 and 1994 part-time enrollment increased at twice the rate of full-time enrollment, 28 percent and 14 percent respectively.

Enrollment rates of 18-to-24 Year Olds: The proportion of 18-to-19 year olds attending high school or college rose from 50 percent in 1983 to 62 percent in 1993. Enrollment rates of college-age students also increased. The enrollment rate of 20-to-21 year olds rose from 33 percent in 1983 to 43 percent in 1993. Enrollment by Gender: Despite decrease in the traditional college-age population, total college enrollment has continued to grow since 1970. Much of this growth can be attributed to the increase in the proportion of recent high school graduates and the number of women over 24 attending college. Enrollment by Age: The number of older students in college has been growing more than the number of younger students. Between 1980 and 1990, the

enrollment of students under age 25 increase by 3 percent. During the same period, enrollment of persons 25 and over rose by 34 percent. From 1990 to 1998, NCES projects a 14 percent growth in enrollments of persons over 25 and an increase of only 6 percent in the number of under 25. Enrollment by Race and Ethnicity: The proportion of American college students who are minorities has been increasing. In 1976, 15.7 percent were minorities, compared with 22.5 percent in 1992. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are black has fluctuated over the past 25 years but was 9.9 percent in 1992, slightly up from the 1976 level of 9.6 percent. (This data excludes foreign students who are not permanent residents enrolled in American colleges and universities.)

CONCLUSION: College enrollment will remain high and go higher, as secondary enrollment is expected to rise 12 percent between 1994-2000. Part-time enrollment will increase by a 2:1 ratio in respect to full-time with 25+ year-olds making a come-back (14% increase), especially women over 24 attending college. *

8.1.2 CC - 1

Title of Report : Student Demographics

Evaluator/s Name : Dean Hickson/Linda Smith

Date : 2-24-95

Data Source : Centralia College-Admissions/Records Office Report

Data Reference Years : 1990-1994

Target Population/Group : Student population

Purpose of Data Collection : To monitor the demographics of students who attend Centralia College.

Format Availability :

Hard copy XX Disc XX Server

Major Points/Questions :

To collect student demographic data on Centralia College students.

Evaluation of Data :

To determine our typical student and enrollment patterns.

Evaluator's Conclusion :

BOTTOMLINE:

The most common student profile is a 26 year old, white, female carrying 10 credits. Living in the Chehalis/Centralia area, she is seeking an academic degree or certificate on-campus during the day.

- There is a slight decline in the Fall Qtr Headcount.
- The distribution of male/female ratio is stabilized at a 40% Male/60% Female baseline.
- There is a slight increase in full-time students and less part-time.
- The minority student population is progressively growing.
- There is an increase of degree/cert. seeking students.

- There is a slight increase in Day On-Campus enrollment and less for evening.
- The East County Center is stabilizing in headcount.
- There is a significant decrease in headcount of the Off-Campus sites.
- Half of the student population comes from the Chehalis/Centralia area.
- There is a slight decrease in our student population from the Winlock, Toledo, Morton, Randle, Mossyrock and PeEll areas.
- The average student age is declining.
- The On-Campus Day average age is declining.
- There is a 10 year age difference between the average On-Campus Day student compared to the On-Campus Evening Student.
- The student credit load has increased from 7.4 in 1990 to 9.5 in 1994 but has remained stable over the last three years.
- There is a slight increase in Academic FTE's with a slight decline in the Vocational FTE's.
- The TOTAL FTE's for Fall Quarters fluctuates and could be stabilized at a strong 1,900 FTE base to ensure the annualized FTE's.
- *Degree/Certificate Seeking Students:*

  There is a strong base of Degree/Certificate Seeking students, which definitely strongly stabilizes the FTE base over a period of years.

8.1.3 CC - 2

Title of Report : Total Transfer Student Report

Evaluator/s Name : Linda Smith *Date* : 3-30-95

Data Source : Centralia College-Admissions/Records Office Report

Data Reference Years : 1992-94

Target Population/Group : Centralia College Transferring Students to 4yr Institutions

Purpose of Data Collection : To monitor the GPA of transferring students and to determine what colleges they are transferring.

Major Points/Questions :

To collect student demograhpic data on Centralia College transferring students

Evaluation of Data :

To determine the GPA of our transferring students.

Evaluator's Conclusion :

Centralia College students who transfer to four-year colleges/universities maintain an AVERAGE accumlative GPA of 3.0. Therefore, it is assumed that they are well prepared to meet the academic challenges.

8.1.4 Smith Report

The above is just the name I've given to a set of several documents from the Research Committee (it's catchy, no?) Instead of printing it all out for you, I'll try to summarize the stuff. If you want any or all of it, let me or Linda Smith know.

Document 1: International Student Enrollment Trends

There has an nationwide increase of International students (2.5% from 92/93 to 93/94). Washington ranked 10th among states with 10,164 students, of which 17 were at CC. The International Students budget projects an increase of 10 students per year, starting with the 25 in 1994/95.

Document 2: Student Ethnic Backgrounds

Since 1990, students with reported ethnicities (Hispanic, Asian, African-American, Native American, other) have made up approximately 10% of the total population at CC, and about 20% systemwide. So, the ethnic student population is growing about at the same rate as the general population is.

Document 3: Basic Skills and Ethnicity

From Fall 93 to Fall 94, there was a 42% increase in the reported ethnic population taking Basic Skils courses, compared to a 6% increase systemwide. Compared to neighboring schools, this is by far the biggest change. A weird fact: about 1/3 of the total Basic Skils population reported an ethnic background at CC, whereas it hovers around 60% at SPSCC. Further, we have about 650 total and SPSCC has about 450 total. Go figure...

Document 4: Ethnicity and Technical Programs

Things seem pretty stable here, over Fall 93 and Fall 94 numbers. 8% of technical programs report an ethnic background at CC; 16% systemwide. Neighboring schools are similar to our percentages, except for SPSCC, which is at about 13%.

Document 5: Ethnicity and Academic Programs

There is a glitch in this file (31 white students at SPSCC???) It looks as though the system percentage is 16% to 17%, and at CC it is about 6% to 7%.

Document 6: Retention Rates

By counting returning students from Spring Quarter or earlier ("stop-out" students), we get our retention rate. It's been above 68% since 199, compared to the system's 66% to 67%.

Document 7: Degrees awarded

At CC and at neighboring schools, the number of AA degrees, and 1-4 year certificates has been growing. This table shows the percentages of total awards for 4 categories of awards in 1993-94.

Degree Profiles 1993-94

	CC	Clark	GH	LC	SPS
AA	60.2%	51.8%	42.1%	40.5%	45.5%
<1 Yr. Cert.	1.8%	6.1%	1.7%	17.6%	1.9%
1-4 Yr. Cert.	14.0%	12.5%	27.4%	16.0%	17.8%
ATA	24.0%	29.6%	28.8%	25.9%	34.8%

What are Clark and LC up to in less-than-1-year certificates? Clark jumped from 3 awards in 92-93 to 59 the next year. LC has been fairly even over the past 5 years.

Document 8: FTE's per Administrative Unit (Fall 1990 - Spring 1995)

Talk about data overload ... this is it. I think that this document will be most helpful to others when planning specific objectives. But we've got it if you want it.

Document 9: Job Status for Recent Graduates

The percentage of students who report that they are employed 9 months after leaving school is approximately the same for CC and its neighboring schools. All the percentages are in the eighties, with most in the upper end. One trend of note is that the percentage of those employed in Washington in a field related to their training declined significantly in the reported years for some schools. the table is given here:

	1990-91 CENTRALIA	SPSCC	GH	LC	CLARK
% OF WA. EMPL REL. TO TRAINING	87%	91%	78%	92%	94%
% increase/decrease					
	1991-92 CENTRALIA	**SPSCC**	**GH**	**LC**	**CLARK**
% OF WA. EMPL REL. TO TRAINING	78%	64%	90%	84%	89%
% increase/decrease	-10.3%	-29.7%	15.4%	-8.7%	-5.3%
	1992-93 CENTRALIA	**SPSCC**	**GH**	**LC**	**CLARK**
% OF WA. EMPL REL. TO TRAINING	73%	69%	86%	87%	87%
% increase/decrease	-6.4%	7.8%	-4.4%	3.6%	-2.2%

8.2 Acknowledgements

The Strategic Planning Committee would like to thank the following people for their invaluable help and aid in producing this document: April Doolittle and the Mission Statement Committee members, Dean Hickson and the Research Committee members, Don Foran for the piece on Assessment, Renee Lawson and Jeanne Gordon for keeping the committee rolling onward, and Kathy Brooks for the final touches.

We would also like to thank the people both on campus and off who took the time to help us develop the Strategic Plan. It really is your plan.